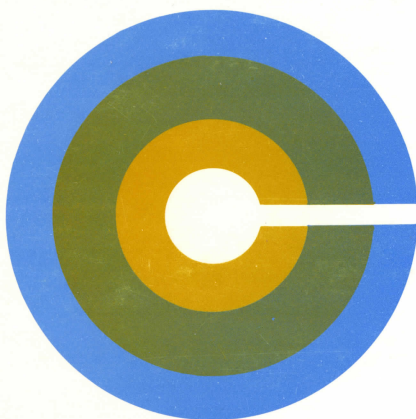




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PROGRAM REVIEW REPORT
on the
PARTSPERSON PROGRAM



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PROGRAM REVIEW REPORT

on the

PARTSPERSON PROGRAM

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OFFICE OF INSTITUTIONAL RESEARCH & EVALUATION

July, 1991

SUMMARY

The Partsperson Program Evaluation Committee has found the Partsperson Program to be generally effective in providing some theoretical training for its students. This success is evidenced by a job procurement rate of normally 70%-75% (60% in times of recession). This program is the only one in B.C. with a Heavy Duty module--written by Cariboo College Partsperson Instructor, Gordon Tordoff.

The Committee feels, however, that in spite of its success, the Partsperson Program is at a turning point in its instructional methodology. It is evident from the data collected that former and current students, faculty and its advisory group expect the program to provide a substantial component of "hands-on" training. In addition, students and advisory group members indicate a strong need for improved communication skills, both written and oral.

The second major issue facing the Partsperson Program is the make-up of its student population. This is a good entry level program for high school students but is being used by outside agencies as a retraining facility. To address this imbalance, there should be better communication between the program and outside agencies such as CEIC, WCB, ICBC, etc., which should be aware that if their clients lack motivation and are over 30 years of age, they may experience difficulty in finding employment in this field.

Finally, a vocational program should provide its students with the latest in technology and information. An active, involved Advisory Committee can provide this innovation. Accordingly, the Committee recommends an expanded, autonomous Partsperson Advisory Committee which will encourage Partsperson employers to identify more strongly with the program, supporting on-the-job training for its students, creating employer panels and job placements, and inviting manufacturers' representatives to make guest presentations to the class.

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THE PROGRAM EVALUATION COMMITTEE

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DATA COLLECTION & CLERICAL SUPPORT

Larry Xiong
Wendy Trotter

INTRODUCTION

The Partsperson Program Review was initiated on January 21, 1991, with a request for data from Earl Bloor, Dean, Applied Industrial Technology. Issues of questionnaire design were discussed in early February, and questionnaires were mailed to the following stakeholders: Advisory Committee members and faculty (February 11); Employers (February 26); former students (1986-1990) (March 1). The current Partsperson class was administered the survey on February 26.

Follow-up letters were sent out to employers on March 26 and to former students on March 27. Telephonic contact with non-returnees was undertaken between April 11 and 17. The cut-off date for all responses was May 1. The Evaluation Committee met to examine and analyze the summarized data on May 27 and 28, 1991.

PROGRAM BACKGROUND

The Partsperson Program has been offered at Cariboo College since the Fall of 1980. Since 1983, the format has been continuous intake. Students take on average seven months to complete the Core, Occupational and Automotive phases of the program, and an additional two months for the optional Heavy Duty module.

The Partsperson Program is intended to prepare students for employment in parts departments, such as those found in automotive repair, heavy machinery repair, truck repair, government maintenance, mine maintenance, automotive parts retail and wholesale. Topics include shipping and receiving, identification of parts, engine, power train, chassis and support systems, fittings and fasteners, tools, catalogue types and application conversions, communication with customers, safety and warehousing, inventory control, business machine operation, basic computer operation, and sales and merchandising.

Although the program uses the Provincial Partsperson curriculum, it is somewhat distinctive in its emphasis on computer training for the inventory control, shipping and receiving component, and it is the only program in the province offering a Heavy Duty Industrial Engines module. Unlike those at Kwantlen and other B.C. Colleges, the Cariboo program does not operate a "Live Parts Department" - a laboratory designed to serve the public and the College, where students gain experience dealing with "live" clients.

ADMISSION DATA AND PERFORMANCE STATISTICS

Admissions Requirements:

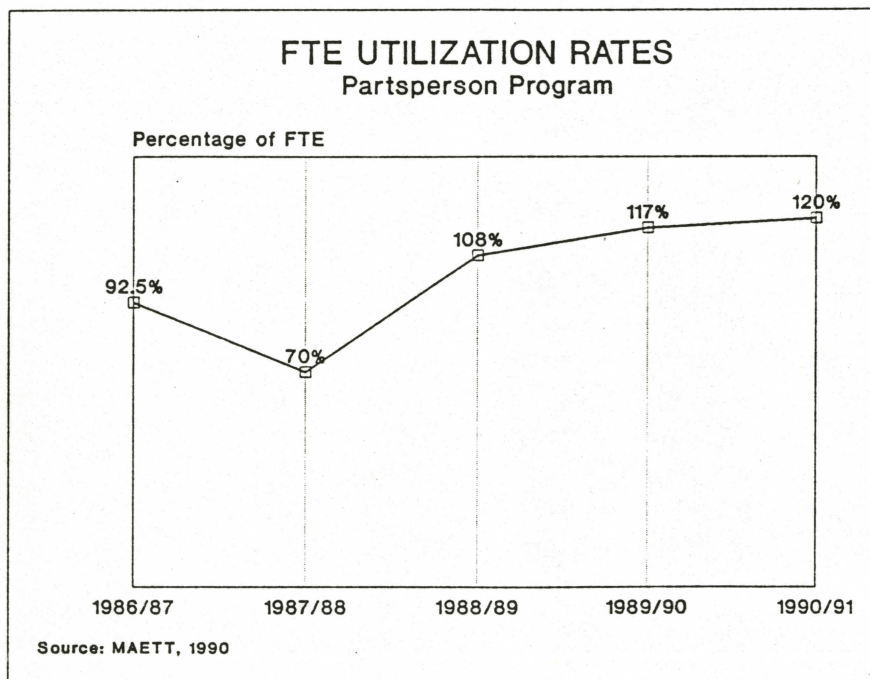
a) Educational Requirements:

1. Grade 10 minimum; however, Grade 12 preferred
2. Successful completion of C.A.T. Pre-Test and Mechanical Reasoning Test.
3. Instructor interview.

Program Capacity/Program Demand over past five years:

Program Capacity is 20 FTE over a 12 month period (=24 FTE).
Program Demand: The average waiting list is between 10 and 20 at any given time, and currently (April, 1991) stands at 21.

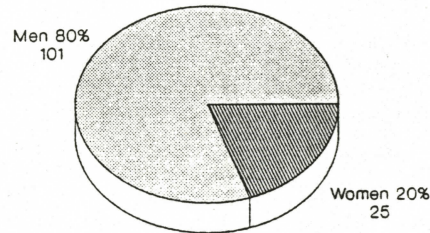
As the following chart illustrates, the Partsperson program has had a very high utilization rate since 1988/1989. This is because, although it is funded on a ten month basis, the program operates the year round.



Gender Ratio:

The gender ratio in the Partsperson Program for the period September, 1986 to August, 1990 was 101 males to 25 females, a ratio of approximately 4:1.

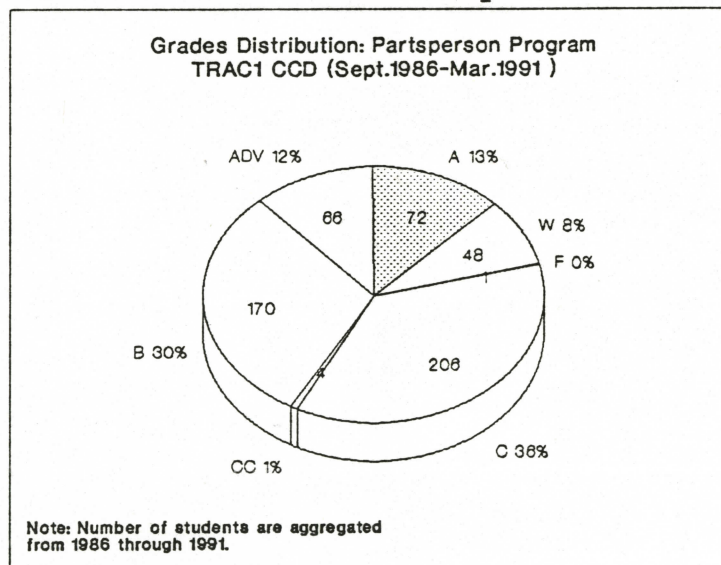
Gender Ratio in Partsperson Program
Former Students



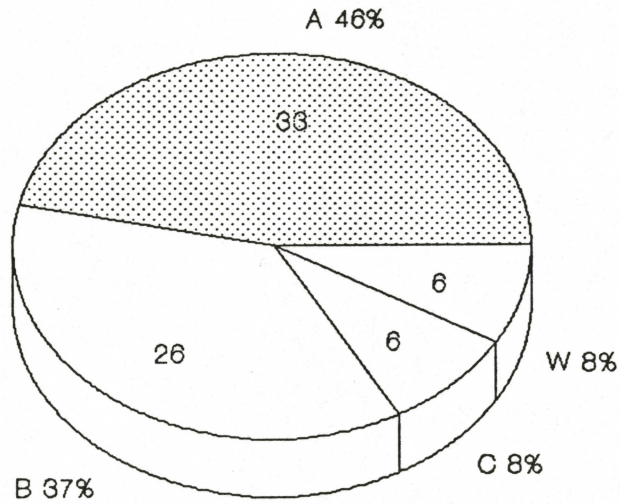
Grade Distribution:

Grade distribution charts for selected modules of the Partsperson program are reproduced on the following pages. Aggregated course grades for TRAC1 CCD, TRAC3 PTE and TRAC3 PSE from September 1986 to March 1991 are illustrated in pie chart form. At Common Core level (TRAC1 CDD), the mode grade is noted to be a C, accounting for 36% of the grade distribution; the B grade accounts for 30%, and the A grade 13%; F's and W's account for only 8%.

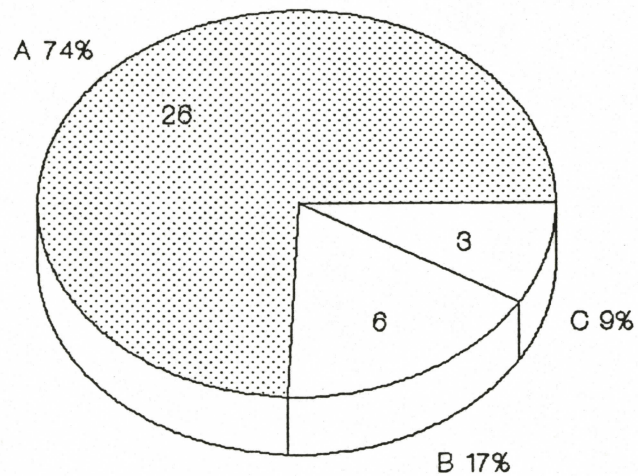
At Auto Speciality Level TRAC3 PTE AND PSE, the pattern changes considerably, C grades drop to 8% and 9% respectively; B grades register at 37% and 17% respectively, and A grades rise dramatically to 46% and 74% respectively. F grades disappear and withdrawals account for only 8% in TRAC3 PTE and 0% in TRAC3 PSE.



**Aggregated Course Grades:Partsperson
TRAC3 PTE (Sept.1986-Aug.1989)**



**Aggregated Course Grades:Partsperson
TRAC3 PSE (Sept.1989-Mar.1991)**



The course is from the Provincial curriculum and has minor difference from the previous TRAC3 PTE.

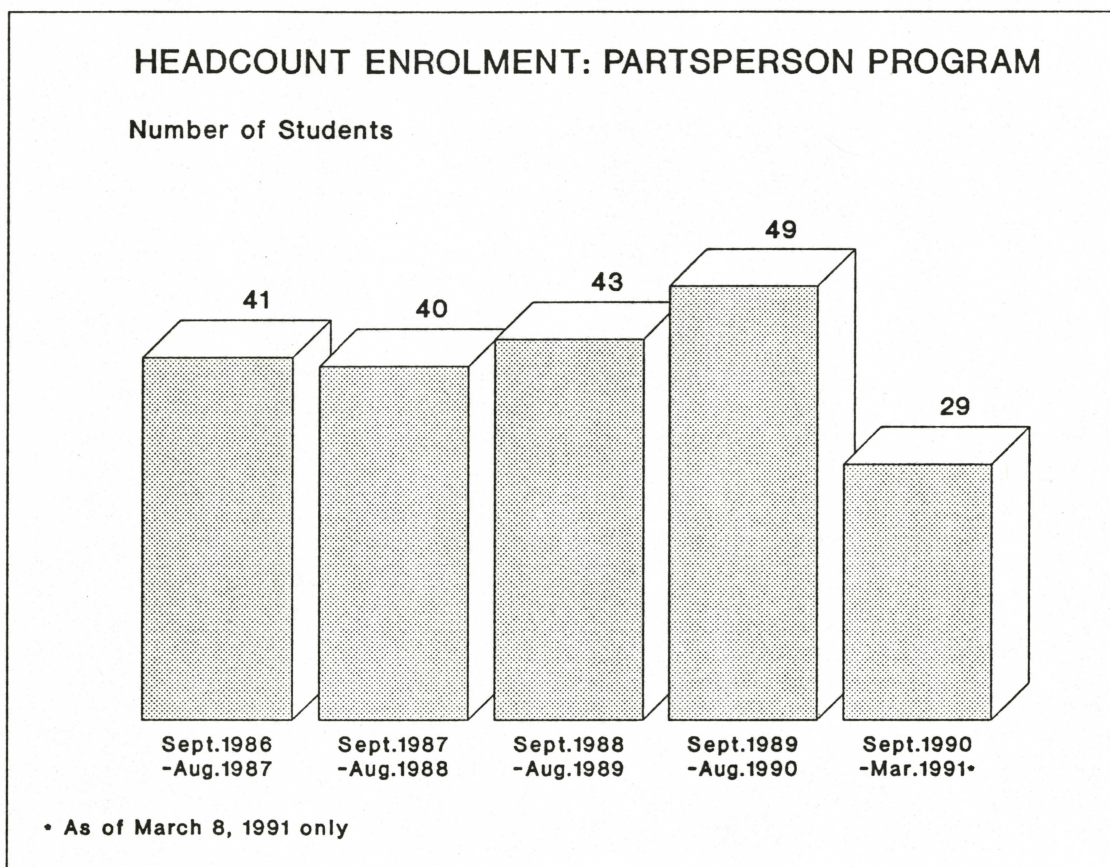
Completion & Attrition Rates:

Selected course completion rates for modules of the Partsperson program are illustrated in the table below:

SELECTED COURSE COMPLETION RATES: PARTSPERSON PROGRAM					
	Completed As % of Total Course Enrolment				
Course ID	1986/87	1987/88	1988/89	1989/90	1990/91*
TRAC1 CCA	97%	96%	95%	97%	93%
TRAC1 CCB	95%	90%	93%	96%	96%
TRAC1 CCC	93%	85%	91%	99%	98%
TRAC1 CCE	91%	87%	88%	100%	98%
TRAC1 CCF	92%	87%	92%	99%	100%
TRAC1 CCG	92%	87%	91%	100%	100%
TRAC1 CCJ	83%	79%	86%	98%	100%
TRAC1 CCK	86%	79%	91%	98%	100%
TRAC1 CCL	88%	83%	88%	100%	100%
TRAC1 CCM	88%	82%	91%	100%	100%
TRAC1 CCN	88%	81%	87%	100%	100%
TRAC4 PHA	100%	92%	100%	94%	100%
TRAC4 PHB	100%	90%	100%	94%	100%
TRAC4 PHC	89%	91%	100%	93%	100%
TRAC4 PHD	89%	91%	100%	100%	100%
TRAC4 PHE	89%	91%	100%	100%	100%
TRAC4 PHF	89%	91%	100%	100%	100%
TRAC4 PHG	75%	91%	100%	100%	100%
TRAC4 PHJ	50%	91%	100%	100%	100%
TRAC4 PHK	89%	91%	100%	100%	100%
NOTE: * Enrolment as of March 8, 1991 only.					

Graduation Numbers (five year period):

An average of 30 students per year graduate from the program. As measured against an annual intake of roughly 40 per year (see annual head count chart below), this translates into a graduation rate of over 75% (although this may vary from year to year).



DISCUSSION OF QUESTIONNAIRES

Advisory Committee Survey:

The Partsperson Advisory Committee is a sub-group of the larger Mechanical Trades Advisory Committee and consists of five Partsperson specialists. Four of these responded, for a return rate of 80%.

Employer Survey:

Of 37 employers surveyed, nineteen responded for a return rate of 51%.

Faculty Survey:

The full-time and part-time Partsperson instructors and the Chairperson, Mechanical Trades, responded for a return rate of 100%.

Current Student Survey:

Of the original Fall, 1990, Partsperson intake of 20 students, 17 were still enrolled in the program on February 26, 1991, when the current student questionnaire was administered. This yielded a return rate of 85%, or 100% of those present.

Former Student Survey:

Of the 117 students who participated in the Partsperson Program between September, 1986 and August, 1990, 37 responded for a return rate of 32%.

TABULAR SUMMARY OF QUESTIONNAIRE RESPONSES

The categories and quantities of responses are tabled below:

Recipient	# Sent	# Completed and Returned	% Return
Advisory Committee	5	4	80%
Employers	37	19	51%
Faculty	3	3	100%
Students: Current	17	17	100%
Former	117	37	32%
TOTAL	179	80	45%

Former Students
Returned by Post Office (all years): 31

Former Students Non-Respondents: 49

As at May 1, 1991

QUESTIONNAIRE & INTERVIEW DATA

The following trends were detected in the questionnaire responses:

1. Advisory Committee:

The Advisory Committee indicated the following concerns:

- Committee meetings should be held on a regular basis;
- Graduates are somewhat disadvantaged since they have no opportunity for "hands-on" training. (This concern is echoed by employers, faculty, former and current students.)
- Lack of positive work habits and attitudes among graduates;
- Lack of team work and social skills among graduates;
- Lack of oral communication skills;
- Poor facilities;
- Articulation, both provincially and inter-provincially;
- Program funding levels.

The Advisory Committee expressed satisfaction with:

- Employment opportunities for graduates;
- General preparation of graduates;
- The quality of instruction;
- Graduates' problem-solving skills;
- The program's response to trends in the field.

2. Employers:

Employers indicated the following concerns regarding the Cariboo College Partsperson graduates:

- Lack of practical training;
- Insufficient writing and decision-making skills;
- Insufficient customer relations skills;
- Lack of sales and marketing skills;
- Lack of shipping, receiving and documentation skills.

Employers were very pleased with the following attributes:

- Sound theoretical knowledge;
- Employability of graduates: most employers indicate that they would employ Cariboo College graduates;
- Satisfaction with College/employer communications: 10 out of 15 employers endorsed the current contact level;
- Graduate work habits, social skills, verbal skills, dependability, willingness to assume responsibility and to learn, and math and computational skills.

QUESTIONNAIRE & INTERVIEW DATA (cont.):

3. Faculty:

Concerns were expressed by faculty in the following areas:

- The absence of a "live laboratory";
- The need for comprehensive front-end admissions and orientation procedures;
- The need for Student Counselling Services to keep abreast with the Partsperson operation;
- The need for the Partsperson component of the Mechanical Trades Advisory Committee to meet separately from the plenary group to increase its effectiveness;
- Lack of professional development time;
- The need for more instruction in oral communication and interpersonal skills to offset the isolating effect of self-paced learning;
- The need for more emphasis on decision making skills;
- The lack of computers.

The faculty commented that a positive attitude and good work habits are constantly stressed. The student success rate from the program is very good.

4. Former Students:

Former students expressed concerns that they did not receive "hands-on" training. They indicated that the following skills were also lacking: interpersonal and telephone skills, oral communication, and marketing and customer relation skills. The former students indicated that videos and films should be updated. They stated that a work placement program should be included so that they had some exposure to the workplace; however, they indicated that an actual parts lab would provide an excellent training facility. Finally, they expressed concern that for a competency-based program such as Partsperson, the student/instructor ratio of 20:1 was too high for one instructor.

The former students were positive about their employability, even though only 60% indicated they were employed in a field related to their training. Their opinion of the instruction they received was generally positive: one stated that Gordon Tordoff was a "top-notch instructor", and another credited him with finding her employment as a service writer at Canadian Tire.

QUESTIONNAIRE & INTERVIEW DATA (cont.):

5. Current Students:

The current students expressed concerns regarding:

- Insufficient information on program;
- The length of the waiting list;
- The low admission standards;
- The effectiveness of the program in providing practical career preparation;
- The scarcity of job opportunities for graduates;
- The absence of job placement assistance;
- The outdatedness of the Career Resource Centre in the Counselling Department;
- The outdatedness of audio-visual materials, including micro-fiche, video and film;
- The shortage of tools and equipment;
- The mistakes in the learning guides, texts and other printed materials;
- The paucity of computer terminals: only four micro-computer terminals and one Ford micro-fiche machine for 20 students.

The current students expressed satisfaction regarding:

- Workload;
- Generation of positive work attitude;
- Personal counselling;
- Clarity of program objectives;
- Learning assistance, including A.B.E.;
- Library;
- Relationship of assessment methods to course objectives;
- Consistency and fairness of student assessment;
- Appropriateness of learning pace;
- The challenge provided by the program.

The current students' subjective comments clearly indicate that there is a need for a "Live Parts Department" to provide actual "hands-on" experience in customer service as well as in placing and filling orders. Because of the scheduled lunch hour (11:30-12:30) of the program, students feel that they are unable to attend Student Society and Cultural Events activities, and consequently that they should not be charged Student Society Activity Fees.

INTERVIEWS:

Two current students were interviewed by the Partsperson Program Evaluation Committee. James Cumming, a mature student sponsored by the Workers' Compensation Board, indicated that a "Live Parts Department" would enhance the program, enabling students to improve their interpersonal and telephone skills. He stated that the program more than met his expectations. He had no computer experience and emphasized the importance of having more computers for the Partsperson Program.

Jason Hart, a Grade 12 graduate from 100 Mile House, felt that the program should include a communications section for writing quotations and letters of inquiry. Also, he indicated that interpersonal skills and customer relations, as well as effective telephone techniques, were very important and should be emphasized. He felt that a "live parts laboratory" would enhance the program and provide effective training in interpersonal skills. He indicated that it would be beneficial for students to engage in a "work-site familiarization project" with co-operating Parts and Service businesses during the first month of the program, and that a work placement at the end of the program would greatly enhance it. He also stated that the program met his expectations.

Two faculty members, Bernie Hughes, part-time and relief Partsperson instructor, and Lloyd Howard, Automotive Mechanics instructor, were also interviewed. Bernie Hughes stated that because of the heavy instructional workload, an additional instructor should be hired. He stressed the positive benefits of a "live parts laboratory": it would provide on-the-job training for students, it would assist in the automotive mechanics area by sourcing, pricing and procuring mechanical parts and it would have the potential to generate a profit. Bernie felt that inventory control and marketing should also be included in the program and that both topics could be integrated into the "live lab" setting.

Lloyd Howard stated that a "live lab" would assist his area because currently he does his own sourcing, pricing and procuring of parts. A "live lab" would provide Partsperson students with on-the-job training and assist his area by freeing him to concentrate on automotive training.

INTERVIEWS (cont.):

Tony Cumming, toolroom attendant, was also interviewed. Tony issues tools and supplies to approximately 100 students. A "live lab" would assist him by ordering his tools and supplies and assuming inventory duties under his direction. This would enable him to repair tools, a function which he is currently too busy to perform.

Glen Williams, Partsperson instructor from Kwantlen College, was interviewed by telephone. He has operated a "live parts" department" in conjunction with the Partsperson Program since 1978. This enables him to offer his students on-the-job training in which they deal with customers (other trades instructors and students), handle cash and use the FAX machine or telephone for placing orders. He also operates the toolroom and states emphatically that this is a mistake since he is far too busy operating the "live parts lab". Glen instructs the Partsperson Program and supervises the Parts Department. It should be noted that Cariboo's trades operation is significantly larger than Kwantlen's, and therefore a "Live Parts Lab" at Cariboo would require an additional instructor or a lab demo. Kwantlen's Parts Department was initiated with a \$10,000 inventory. Currently, there is a total mark-up of 26% (including 7% GST) and a gross turnover of \$200,000 per year.

EMPLOYMENT PROSPECTS

Types of Employment:

Partspersons sell replacement parts and accessories used in the automotive industry and fall under the Sales Clerks and Salespersons, Commodities occupational categorization. They are responsible for inventory control, shipping and receiving, storing and distributing supplies and preparing the necessary paperwork to maintain an inventory.

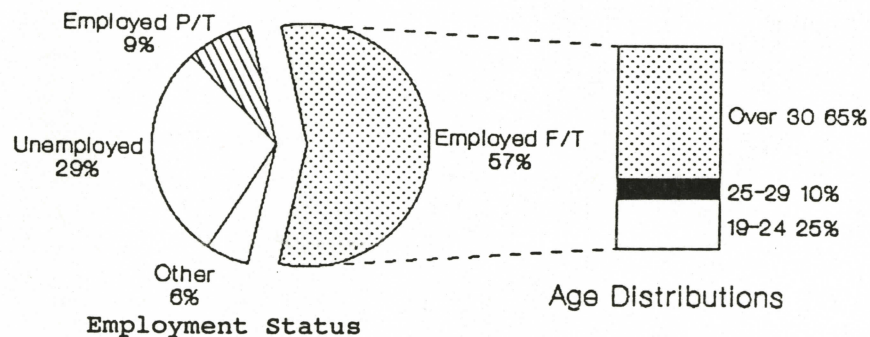
Depending on the employer, and the nature of the company, partspersons may work in warehouses and handle large, heavy items. Most workers in this job group are employed full-time, but there is a significant part-time component.

Employment Rates:

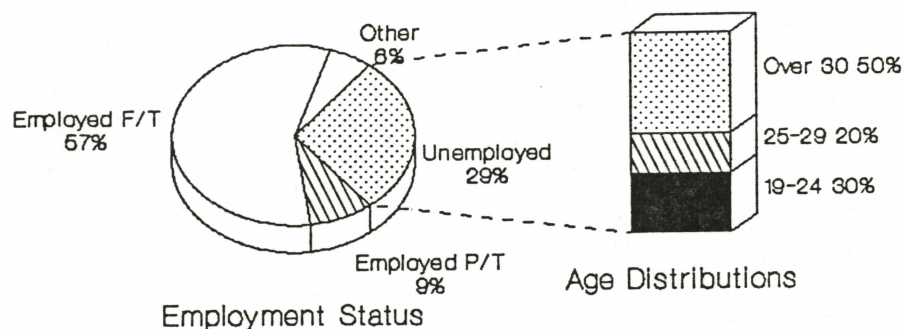
Current economic conditions may be impacting on the employment rates of graduate partspersons. Of 36 former student respondents, 20 (57%) reported being in full-time employment; 4 (9%) reported being employed part-time; 2 (6%) reported being involved in other activities such as full-time or part-time studies, or household duties; and 10 (29%) reported being unemployed. The percentage of unemployed in this survey is almost twice as high as the all-occupational average of 12%-15% for the Kamloops region.

The graphs below illustrate the above figures and also (a) the age ranges of those partsperson graduates in full employment and (b) the age ranges of those who are currently unemployed. Thus we can see, for example that 65% of those currently employed are over 30, 10% are between 25 and 29, and 25% are 24 or under. Of the unemployed, 50% are over 30, 20% are between 25 and 29 and 30% are 24 or under.

Current Employment Status: Former Students



Current Employment Status: Former Students

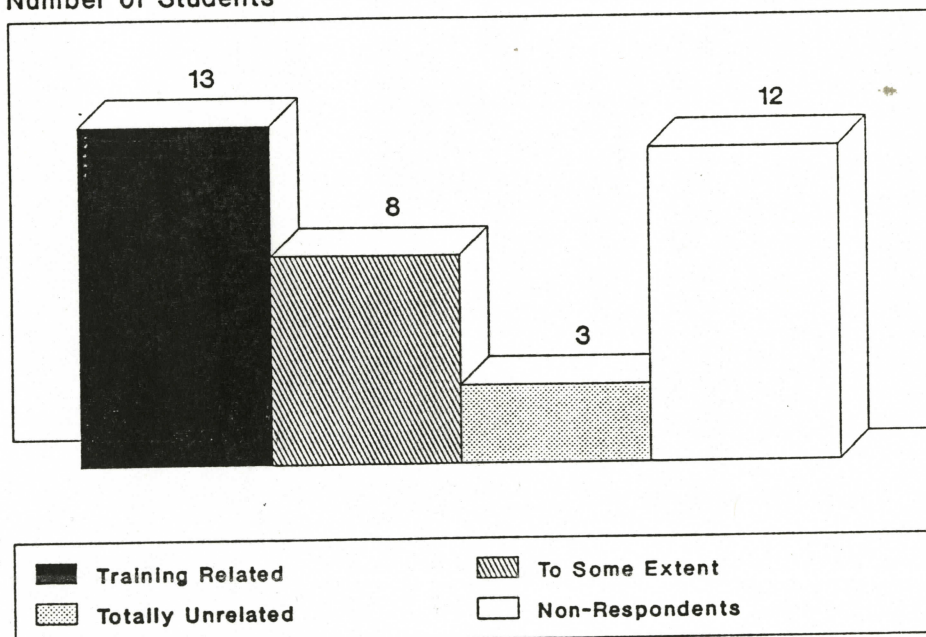


Relationship of Training to Employment:

Of the 36 former student respondents, 13 (36%) reported that their job was in the area for which they had been trained, 8 (22%) indicated that their employment was to some extent related to their training, and 3 (8%) indicated that they were working in areas unrelated to their training. Twelve (33%) did not respond to this item, but 10 of these 12 are probably those who reported themselves "unemployed".

Relationship Between Training & Job

Number of Students

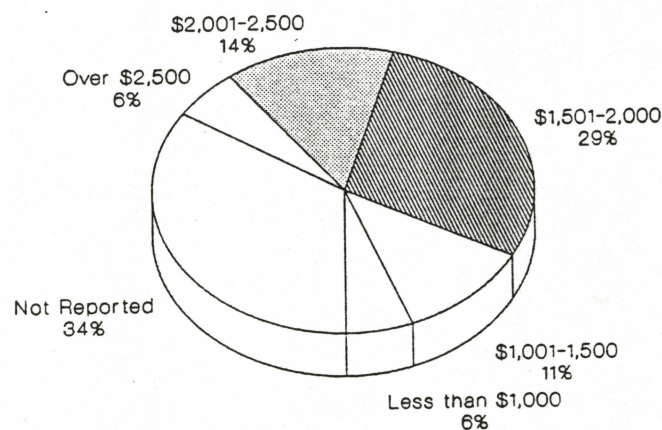


Current Salaries:

According to Job Futures British Columbia; an Occupational Outlook to 1995 (Statistics Canada, 1989), the average annual income for this job group in B.C. was approximately \$13,100 in 1986. Only 36% of this group were employed full-time, full-year workers, and their earnings averaged \$22,700. Current salaries depend entirely on the location, the type of business, and union or non-union status of the shop, and range from \$5.00 to \$17.00 per hour, or \$9,100 to \$31,000 per year.

Former students respondents report salaries ranging from less than \$1000 to over \$2500 per month. 6% of the sample reported less than \$1000 per month, 11% between \$1001 and \$1500, 29% between \$1501 and \$2000, 14% between \$2001 and \$2500, and 6% over \$2500.

Current Monthly Salary of Former Student
Partsperson Program, As at April, 1991



Job Opportunities Projection:

Although this group enjoyed substantial employment increases in recent years, it is more vulnerable than some occupations to general economic fluctuations. Employment opportunities tend to go as the primary resource and industrial service industries go, which means that as industrial parts distribution and service centres are affected by economic recession, jobs will become scarce and lay-offs frequent. This has happened twice in the last ten years--in 1983-86, and again in 1990-91.

STRENGTHS OF THE PROGRAM

Further Education Opportunities:

Several colleges offer entry-level automotive partsperson programs which prepare students for entry-level work in the trade or for the three-year Automotive Parts Apprenticeship. There is also a three-year Industrial Engines/Equipment partsperson Apprenticeship. Those who do not complete a formal apprenticeship must have four years of suitable experience before becoming eligible to write the applicable B.C. Trades Qualification (TQ) Certification exam. Employers may also offer "product updates" as the technology changes.

2. The competency based nature of the program is appropriate to the learning styles and needs of students.
3. The Partsperson curriculum is provincially designed and mandated, and thus is easily transferable.
4. Most employers value the graduates of the program, especially their theoretical knowledge. There is strong industry support for the program throughout the College region.
5. Demand for the program remains strong with between 10 and 20 applicants on the waiting list at any time during the year.
6. Widespread student sponsorship by outside agencies-- e.g. C.M.A.C., W.C.B., etc.--is seen as an endorsement of the program.

STRENGTHS OF THE PROGRAM

The following strengths may be identified in the Partsperson Certificate Program:

1. The quality of instruction provided by Gordon Tordoff is applauded by Advisory Committee members, employers, and former and current students.
2. The competency based nature of the program is appropriate to the learning styles and needs of students.
3. The Partsperson curriculum is provincially designed and mandated, and thus is easily transferable.
4. Most employers value the graduates of the program, especially their theoretical knowledge. There is strong industry support for the program throughout the College region.
5. Demand for the program remains strong with between 10 and 20 applicants on the waiting list at any time during the year.
6. Widespread student sponsorship by outside agencies--e.g. C.E.I.C., W.C.B., etc.--is seen as an endorsement of the program.

AREAS WHICH CAN BE IMPROVED
(WITH RECOMMENDATIONS)

This section highlights areas of the Partsperson Certificate program which the data suggest can be improved. Recommendations are prioritized.

1. FACILITIES/DELIVERY MODE:

Given the overwhelming insistence among employers, Advisory Committee members, former students, faculty and even current students on the need for "hands-on", practical training as a pre-requisite to employment, the Partsperson Program Evaluation Committee recommends that:

- a) the Vice-President, Instruction, the Dean, Applied Industrial Technology, the Chairperson Mechanical Trades and the Partsperson Instructor plan the establishment of a "Live Parts Lab" in which all Partsperson students will have the opportunity to learn in a realistic work situation.

Such a laboratory might be established in B 110 for the cost of relatively minor renovations such as installing shelving and a counter and punching a service window through to the automotive shop. Alternatively, those responsible might wish to incorporate a custom-designed Parts Lab into the proposed Applied Industrial Technology Centre scheduled for completion in 1993.

Following the Kwantlen model, starting inventory need only be modest (in the range of \$10,000). The Cariboo shop would operate initially in conjunction with the Automotive Program, sourcing, pricing, procuring and selling parts to that program, and thus freeing the Automotive instructor from ordering and inventory duties. The hands-on benefits to Partsperson students would be enormous, and would provide them with the practical experience at present lacking in their training and almost unanimously called for by employers.

Staffing estimates for these changes would be the current instructor and the addition of a laboratory demonstrator to handle the Parts Lab. If the lab were to expand its clientele from the Automotive Department to College instructors and students in general, it might generate sufficient sales volume to make the lab demo position cost-recoverable.

2. CURRICULUM:

The following recommendations arise from items in the employers, Advisory Committee, former and current student surveys:

- a) that the Partsperson instructor(s) integrate group instruction in oral communication, interpersonal skills and telephone techniques into the curriculum.**

This will offset the "isolating" effect of the self-paced curriculum, which is biased towards auto-didacticism as opposed to the teamwork and social skills which typify the "real-life" work situation.

- b) that the Partsperson instructor(s) employ simulation and role-playing as instructional techniques for topics such as dealing with difficult customers, back-ordering, telephoning, etc..**

This will address the need identified by employers, former and current students for more practice in customer relations.

- c) that the Partsperson instructor(s) incorporate writing skills wherever possible into the curriculum, e.g. by teaching business letter and resume writing and devising test items that call for extended written answers.**

This will go some way to appeasing employer demands for better writing skills. Development of these activities need not entail release-time or additional resources if the instructor avails himself of the work already done by the "writing across the curriculum" group at the University College of the Cariboo, especially of vocational instructors who are members of this group.

- d) that the Partsperson instructor(s) organize and incorporate into the curriculum a "work-site familiarization exercise", whereby students are placed for two or three days in the first month of the program with co-operating Parts & Service businesses to observe their operations and gain a sense of the nature of the occupation.**

This will serve to initiate students to "real-life" work situations early in their training and give them a sense of what is involved in a day-to-day parts business operation.

- e) that the Partsperson instructor(s) provide positive motivation for classroom performance by organizing employer panels and inviting manufacturers' representatives to make presentations to the students.

This will make the experience and expertise of the employers, representatives and practising Partspersons available to these students.

3. PROMOTION & ARTICULATION:

Although the sponsorship of seats by external agencies such as WCB and CEIC is seen as a strength of the program, the quality of applicants from these sources is generally poor because they tend to use the Partsperson Program as a retraining mechanism. Consequently, the average age level of Partsperson students is relatively high--30+--and older graduates have more trouble securing employment than do younger graduates. (See pp.14-15) Accordingly, the Partsperson Evaluation Committee recommends that:

- a) the Chairperson, Mechanical Trades, continue to target, through high school visitations, high school students and candidates in their twenties as the age group most appropriate to this program.

Employers have indicated they are seeking employees in this age group, and wages for the occupation are consistent with entry level training as opposed to the somewhat higher wages that older people may be used to.

- b) the Partsperson instructor and the College indicate tactfully but firmly to agencies such as the Workers' Compensation Board and Insurance Corporation of B.C. that some of the students they sponsor are at risk;

This will alert these agencies to the fact that they should not be using the Partsperson Program as a "dumping" ground for clients who have little chance of obtaining employment even if they graduate.

- c) the Partsperson instructor be provided with relief and travel time to continue networking with other Partsperson Programs in B.C. and Alberta so as to keep abreast with curricular and instructional developments in other institutions and jurisdictions.

This is self-explanatory as far as intra-province articulation is concerned; the Alberta system may offer more progressive ideas than B.C. in the areas of apprenticeship and further training.

4. ADVISORY COMMITTEE:

Data from the faculty and the Partsperson component of the Mechanical Trades Advisory Committee suggest that Partsperson representatives on this Committee feel themselves obliged to engage in committee business which largely bears little relevance to the Partsperson Program. Members also expressed frustration at the paucity of Advisory Committee meetings. Accordingly, the Partsperson Evaluation Committee recommends:

- a) that the Chairperson, Mechanical Trades, explore the possibility of having the Partsperson component of the Mechanical Trades Advisory Committee secede from the plenary committee and establish itself as an autonomous Partsperson Advisory Committee;
- b) that, if this is done, the newly-constituted Partsperson Advisory Committee increase its membership to a minimum of six members, composition to be as per C.C.P. 2013.R;
- c) that this newly-constituted Advisory Committee meet a minimum of twice a year, or more, at the discretion of Committee members.

5. EQUIPMENT:

Given the paucity of micro-computer terminals identified by faculty and students, and the fact that the Partsperson business nowadays is almost totally computerized, the Committee recommends that:

- a) the Dean, Applied Industrial Technology, in conjunction with the Director, Information and Facilities Services, arrange to double the number of micro-computer terminals in the Partsperson classroom from four to eight.

The Committee also noted that the Ford micro-fiche in the Partsperson facility was on its last legs, and that student complaints about video and film holdings were numerous; it accordingly recommends that:

- b) the Dean, Applied Industrial Technology, give high divisional priority to the replacement of the Partsperson Ford micro-fiche in the current fiscal year;
- c) the Partsperson instructor systematically update video and film holdings over the next few years.

APPENDIX A

METHODOLOGY

The data were collected in the following ways:

- 1) Standard questionnaires were administered to PARTSPERSON former students, Advisory Committee members, employers, faculty, and current students. All data were processed with an SPSSX software program to achieve mean, median, and standard deviation responses. Verbal comments for each group were recorded separately and anonymously.
- 2) "Descriptive Data" on the Partsperson Certificate Program's history, description, objectives, budget, etc., were solicited from Les Batchelor, Chairman, Mechanical Trades, via the standard "Data Required from Dean/Chairperson/Program Co-ordinator" form, along with course outlines.
- 3) Statistical data on annual headcounts, attrition rates, graduation rates, and grade distribution were provided by the Office of Institutional Research.
- 4) Several discussions were conducted with Earl Bloor, Dean of Applied Industrial Technology, Les Batchelor, Chairman, Mechanical Trades, and Gordon Tordoff, Partsperson Instructor, on the design of the questionnaires.
- 5) The Partsperson Program Evaluation Committee interviewed the following personnel associated with or professing an interest in the program:

James Cumming, Partsperson student;

Tony Cumming, Automotive and Heavy Duty Mechanic
Toolroom Attendant;

Jason Hart, Partsperson student;

Lloyd Howard, Automotive Mechanics Instructor;

Bernie Hughes, part-time and relief Partsperson
Instructor;

Glen Williams, Partsperson Instructor, Kwantlen College
(tele-conference).

APPENDIX A METHODOLOGY

The data were collected in the following ways:

- 1) Standard questionnaires were administered to PARTPERSON former students, Advisory Committee members, employers, faculty, and current students. All data were processed with an SPSS software program to achieve mean, median, and standard deviation responses. Verbal comments for each group were recorded separately and anonymously.
- 2) "Descriptive Data" on the Partperson Certificate Program's history, description, objectives, budget, etc., were solicited from Les Batchelor, Chairman, Mechanical Trades, via the standard "Data Requested from Dean/Chairperson/Program Co-ordinator" form, along with course outlines.
- 3) Statistical data on annual headcounts, attrition rates, graduation rates, and grade distribution were provided by the Office of Institutional Research.
- 4) Several discussions were conducted with Earl Bloor, Dean of Applied Industrial Technology, Les Batchelor, Chairman, Mechanical Trades, and Gordon Tordoff, Partperson Instructor, on the design of the questionnaires.
- 5) The Partperson Program Evaluation Committee interviewed the following personnel associated with or professing an interest in the program:

James Cumming, Partperson student;
Tony Cumming, Automotive and Heavy Duty Mechanic Toolroom Assistant;
Jason Hart, Partperson student;
Lloyd Howard, Automotive Mechanics Instructor;
Bernie Hughes, part-time and relief Partperson Instructor;

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